

World Languages: Pacifica School District

Work Study; April 13, 2016

Wendy S. Tukloff, Superintendent

Akiyo Yokoi, Consultant

pyoko22@sbcglobal.net

Goals

2

- **Purpose/need for World Languages**
- **Gain an understanding of**
 - Programs to develop world languages in the elementary school
 - Foreign Language in the Elementary School (FLES)
 - Option for FLES at Sunset Ridge
 - Options for World Language in grades 6-8
- **Understand the role of the consultant**
- **Knowledge of current progress**

Consultant: Professional Experience

3

- 1996 – 2000 High School Japanese teacher
- 2000 – 2011 Classroom teacher at Clarendon Elementary School, San Francisco
 - Developed 1st and 2nd grade Japanese curriculum
- 2011 – 2012 TSA (Teacher on Special Assignment) for World Language department
 - Support language teachers from K-12
 - Developed K/1 Spanish curriculum for Sanchez Elementary School in San Francisco
- 2012-2013 Developed Japanese curriculum for middle school (Presidio)

Professional Experience cont.

4

- **California Representative: National Network for Early Language Learning (NELL) since 2005**
- **Presenter: Stanford World Language Project for 15 years**
- **Presented at local, state and national conferences**
 - ACTFL (American Council on the Teaching of Foreign Language)
 - CLTA (California Language Teacher's Association)
 - SFUSD (San Francisco Unified School District)

Why World Language?

5

- In the National Language Initiative of 2000, foreign languages are designated as part of the core-curriculum in addition to subject areas such as language arts, math, science, and social studies.
- National and state world language standards have been developed.
- World Language standards are aligned with Common Core Curriculum State Standards.
- Supports 21st Century Skill Development – Global Citizenship

Alignment of World Language Standards with California Common Core State Standards

6

CA World Language Standards

ELA Common Core Standards

CONTENT

Knowledge and Topics

Reading:

Integration of Knowledge and Ideas.

Writing:

Research to build and present idea.

Alignment cont.

7

CA World Language Standards

COMMUNICATION

Interpretive

Interpersonal

Presentational

ELA Common Core Standards

Reading – Key ideas, craft & structure
Range of reading

Speaking & Listening –
Comprehension & collaboration

Writing, Speaking and
Listening

Alignment Cont.

8

CA World Language Standards

ELA Common Core State Standard

CULTURES

Language

**Cultural Products,
Practice and Perspectives**

**Range, Quality and
Complexity of Student**

**Cultural Comparisons
Culture in Contact**

**Reading – texts from a
broad range of cultures**

Alignment cont.

9

CA World Language Standards

ELA Common Core State Standards

STRUCTURE

Language and Text type
Language Comparisons

Language

Conventions of Standard language, Knowledge of Language Vocabulary Acquisition and Use.

Alignment cont.

10

CA World Language Standards

SETTING

Language Beyond the Classroom and Lifelong Learning

ELA Common Core State Standards

Reading

Range of Reading

Writing

Range of Writing

Research supports that...

the period of early childhood is an optimal time to begin the study of a second language.

(Bialystok & Hakuta, 1994)



Research supports that...

children in effective early second language programs show overall gains on standardized tests of basic skills, and derive additional cognitive, social and affective benefits.

(Taylor-Ward, 2003)



Research supports that...

the development of positive attitudes toward people who speak other languages and represent other cultures occurs more easily when long, articulated sequences of second language instruction begin in early childhood and become an integral part of school learning.

(Shrum and Glisan, 2005, *Teacher's Handbook*)



Research supports that...

early second language learning **may result** in improved early literacy skill development through the development of increased phonological awareness, one of the building blocks of literacy.

(Bialystok, 2001)



State Seal of Bi-literacy

15

- California developed , effective January 2013
- Purpose: Recognition of graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English

Language Programs in Elementary Levels

Goals & Intensity



- **Foreign Language in the Elementary School (FLES)**
 - Sequential language learning; Some degree of proficiency
- **Foreign Language Experience or Exploratory (FLEX)**
 - Limited exposure to one or more foreign languages for pre-secondary students
- Immersion (not being considered for SR)
 - Combine foreign language instruction with content learning (Bilingual Teacher)

CA's Language Programs

Foreign Language in the Elementary Schools (FLES)



- **Goals**
 - Acquire proficiency in listening and speaking
 - Acquire an understanding of and appreciation for other cultures
 - Acquire some proficiency in reading and writing
- **Percentage of Class Time**
 - 5-15%
 - Minimum of 75 minutes/week; every other day
 - Consultant suggests – 90 minutes/week

CA's Language Programs

Foreign Language in the Elementary Schools (FLES)



Advantages

- Realistic program
- Multiple models to meet various financial and resource needs

Considerations

- Focus on language and culture in isolation
- Adds to school day
- Availability of qualified staff/additional staff
- Access to adequate resources/curriculum
- Conscious effort on literacy skills; focus tends to be on oral skills

CA's Language Programs

Foreign Language Experience or Exploratory (FLEX)



- **Goals**

- Develop an interest in foreign languages
- Learn basic words and phrases in one or more languages
- Develop careful listening skills
- Develop cultural awareness
- Develop linguistic awareness

- **Percentage of Class Time**

- 1-5%
- Time is spent sampling one or more languages or learning about language

CA's Language Programs

Foreign Language Experience or Exploratory (FLEX)



Advantages

- Increase awareness of language study
- Increases awareness of cultures other than their own (enhances one's thinking of their own)

Considerations

- Students will not meet local proficiency requirements with just this model
- Non-continuous study of a language
- Lack of consistency of curriculum
- If Before/After Program
 - View as add-on, not important
 - Fewer students reached
 - Organizational: Transportation, Classroom, Insurance
 - Staffing

World Languages in Pacifica School District

21

- **Suggested Language- Spanish**
 - Largest percentage of English Learner Population
- **Begin at Sunset Ridge: Foreign Language in the Elementary School (FLES)**
 - Largest percentage of targeted subgroup population (Hispanic)
 - Use of Supplemental Funds
 - Work with SR Staff to develop a program conducive to their needs
- **Develop pathway for grades 6-8**
 - K-8 model; Comprehensive Middle School Model
 - Funding needs: Personnel, Instructional Materials
- **Work with JUHSD in aligning our programs to support achievement**

Making a successful FLES program

22

Key elements:

1. Implement a standards-based and thematically organized curriculum.
2. Facilitate a student-centered classroom.
3. Use the target language for instruction.
4. Integrate culture and content into language instruction.
5. Adapt authentic materials for use in the classroom.
6. Conduct performance-based assessments.

FLES Pedagogy

23

Meaningful and functional language can be taught through...

- **Integrate Cultural Knowledge/Activities**
- **Natural Progression of Meaningful Communication → Understanding, Listening, and Speaking**
- **Appropriate Instructional Techniques Used → Songs, Visuals, Manipulatives**
- **Build on Previous Year's Curriculum Adding Detail, Rigor, and Breadth**

Topics and Themes: How do we choose?

24

- To teach the language that they can apply their knowledge outside of the classroom
- The language is relevant to their daily life as well as concepts they are learning at school and in their daily life
- The topics and themes can be added as the years progress

FLES at the National Level

25

- The National Network for Early Language Learning (NNEELL) provides leadership in support of successful early language learning and teaching.
- NNEELL, founded in 1987, is an invaluable resource for educators, parents and policymakers advocating for K-8 programs of excellence in second language education.
(Source: NNEELL.org)

World Language in Grades 6-8

26

- **Comprehensive Middle School**
 - Elective – 2-3 periods
 - One period – Beginning
 - Two/three periods – Early Intermediate; Advanced Intermediate
- **K-8**
 - Elective wheel option
 - May be mixed grades
 - ✦ Year 1- Beginning
 - ✦ Years 2-3- Early Intermediate; Advanced Intermediate
 - Work with each of the K-8s for appropriate structure: 3 X 45 minutes
- **Considerations**
 - Level of proficiency same for any school configuration
 - Mindful of effect on band program

What do we expect of students' language skills when they leave school?

27

- Deep respect for cultural diversity in their own as well as others.
- Excitement about experiencing culture through language.
- Opportunity to be active global citizens on their life-long path to multilingualism.
- Promote the option for students to achieve the State Seal of Bi-literacy

Staffing and Timeline

28

- **Year One**

- One FTE (Full-time Equivalent) Teacher, SR
 - ✦ Begin in grades K-3
 - ✦ Optimum – 90 minutes/week
 - 3-30 minute periods
 - 2-45 minute periods

- **Year Two**

- Continue to next grade level(s) – Potential Need for .5 fte
- Continue to monitor progress of program keeping in mind grades 6-8

- **Beyond**

- IBL- .5 FTE
- K-8- 1.5 FTE

Consultant Responsibilities

29

- Organizing meetings with teachers and parents
- Supporting language teacher/classroom teachers
- Creating a language learning environment
- Making connection to community
- Planning cultural events
- Coaching language teacher including observation and feedback as needed
- Providing workshops to teachers

Current Progress

30

- **Met with Administrators and Sunset Ridge World Language committee**
- **Akiyo Yokoi to work with SR staff and Lauren Fong, Humanities Specialist**
 - Implementation plan/schedule
 - Curriculum – Coordinated with Grade Level Content
- **Reaching out to other districts: Visits, Potential Sharing of Curriculum**
 - Scheduled site visit – Portola Valley School District
- **Reaching out to JUHSD: Setting up a meeting with Keith Irish, Associate Superintendent, Education and World Language Teacher**

Questions & Responses

31
